

# Edale Church of England Primary School

Grindsbrook Booth, Edale, Hope Valley, Derbyshire S33 7ZD

## Inspection dates

12–13 June 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- School leaders have provided strong and determined leadership. They have provided a clear direction for the school which has led to rapid improvements.
- Children in early years make a good start to school. They enjoy a variety of interesting and motivating activities that challenge them in the different areas of their learning.
- Leadership of early years is good. The leader knows the children well and has high expectations for their learning. Children make good progress by the end of Reception Year.
- Members of the governing body are committed to the school and are passionate about securing a good education for all its pupils. They provide the necessary support and challenge to the executive headteacher.
- Relationships between adults and pupils are caring and respectful. Pupils are confident and behave very well.
- The quality of teaching and learning across the school is good. Teachers plan lessons that inspire and motivate pupils to learn.
- Leaders have established effective links with other local schools. These enable pupils to mix with more children of their own age and access a broader range of curricular activities.
- Leaders have reviewed the curriculum to ensure that it is broad and balanced. It provides pupils with a variety of opportunities and experiences.
- The curriculum helps to broaden pupils' understanding of the world and stimulate their learning in different subjects. However, the impact on pupils' outcomes in subjects other than English and mathematics is at an early stage of development.
- Teachers do not reinforce high expectations for the presentation of pupils' work across different subjects.
- The quality of pupils' writing is sometimes let down by a lack of understanding of spelling patterns.

## **Full report**

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

### **What does the school need to do to improve further?**

- Ensure that teachers thoroughly check pupils' understanding of different spelling patterns so that they can improve their writing to help them make better progress.
- Make sure that teachers consistently reinforce high expectations for the presentation of pupils' work across all subjects.
- Ensure that the newly reviewed curriculum is rigorously implemented and regularly evaluated to meet the needs and interests of all pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- School leaders have an accurate understanding of the school's performance. Their shared vision and ambition for all pupils have been crucial to the improvements made.
- Over the last year, the school has been through a period of substantial change and improvement. The temporary appointment of the current executive headteacher was a turning point for the school. With the effective support of the diocese, the local authority and a cohesive team of staff, she is successfully driving improvements.
- Plans to improve the school are sharply focused on achieving the best possible outcomes for pupils. They correctly identify the priorities and actions needed to achieve success. The executive headteacher and members of the governing body regularly evaluate their plans to ensure that improvements are rapid and effective.
- Leaders have instigated new ways to work with parents and carers so that they are well informed about their child's education. Parents are supportive of the school and appreciate the efforts of the staff and executive headteacher who are, as one parent put it, 'determined to ensure children get the best education they can in a lovely village school, in a beautiful setting.'
- The executive headteacher has successfully improved the quality of teaching and learning. Changes to teaching staff and new teaching strategies have helped to raise standards. New and more precisely focused systems to measure the progress pupils make in reading, writing and mathematics are in place. Leaders' rigorous checks on this information are securing continued improvements.
- School leaders have accessed effective support from the local authority for leadership, governance, staff training and development opportunities. For example, the local authority supported the school in improving the quality of the teaching of reading. Leaders now ensure that teachers plan lessons that are based on good-quality books which interest pupils and challenge them to think more deeply.
- School leaders ensure that additional funding provided through the physical education (PE) and sport premium is used well. It provides a variety of additional sports clubs and experiences for pupils such as Tai Chi, lunchtime games, circus skills and forest school provision.
- Frequently, pupils join pupils from other local schools to visit places of interest related to their topics of learning. For example, key stage 2 pupils visited the air-raid shelters in Stockport as part of their topic about World War 2. In addition, pupils often travel to neighbouring schools and schools further afield to participate in lessons. This is increasing their understanding of diversity and enables them to work collaboratively with a larger number of their peers in a range of different subjects.
- Leaders have reviewed the curriculum to ensure that it is broad and balanced. Themes and activities are carefully chosen to meet the needs of pupils. Leaders have ensured that the curriculum provides pupils with opportunities and experiences which broaden their knowledge and understanding of the world outside their immediate community. Although improving, pupils' understanding and knowledge in subjects other than English and mathematics are relatively recent and have not yet been fully evaluated.

## Governance of the school

- The governing body has taken decisive actions to ensure rapid improvements to the school. It demonstrates a strong commitment to the pupils and to the future of the school.
- Governors are aware of their responsibilities and visit the school regularly to meet with staff, parents and pupils. The visits help governors to understand the performance of the school in areas such as the welfare and safeguarding of pupils, the quality of teaching and learning, and the effectiveness of the school's communication with parents. After these visits, governors write reports and share them with other governors. This ensures that the governing body is made aware of any issues and can take prompt action.
- Governors maintain a specific focus on the progress and attainment of pupils and are effective at holding the executive headteacher to account for school improvement. They provide appropriate support and question the information she provides.
- Governors understand the importance of evaluating and monitoring the use of additional funding, such as the pupil premium. They check provision for eligible pupils carefully and ensure that the actions taken by the executive headteacher are having a positive impact on pupils.

## Safeguarding

- The arrangements for safeguarding are effective.
- Members of the governing body and staff have undergone training in safeguarding. Staff understand that they have to be vigilant, and are aware of the different forms of abuse.
- The designated leaders for safeguarding are well trained and ensure that pupils and their families are referred to external support agencies promptly, when necessary. Records relating to safeguarding are thorough and securely kept.
- Staff know the school community very well and work effectively with families to ensure the well-being of children whose circumstances may make them particularly vulnerable. Leaders ensure that all safeguarding arrangements are fit for purpose.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching in the school has improved rapidly as a result of effective training and support. Observations of learning, scrutiny of pupils' work and the school's assessment information show that teaching across the school is good.
- Teachers have a secure understanding of the subjects they teach. They plan lessons that interest and inspire pupils. For example, the key stage 1 teacher used her knowledge of conservation to teach pupils about the impact of humans on animals' habitats. Pupils were encouraged to question and discuss their opinions about conservation issues through their shared reading of the books, 'Letters to Greenpeace' and the 'Percy the Park Keeper' series.

- Teachers use questions well to clarify misconceptions and extend and deepen pupils' understanding. Pupils are frequently encouraged to explain their thinking and ask questions themselves. For example, the key stage 2 teacher skilfully encouraged Year 5 and Year 6 pupils to discuss and explain the often complex vocabulary when reading an information text based on their visit to the air-raid shelters in Stockport. Through her questioning, pupils were able to clarify their understanding of the language and accurately relate it to what they had experienced during their visit.
- Teachers have high expectations for pupils' learning. They provide prompt intervention to give pupils helpful support and guidance. Pupils work collaboratively together and are also happy to work on their own. They concentrate well during lessons and are keen learners.
- Teachers use good-quality books and resources such as film clips, and techniques such as role play and real-life experiences, to motivate pupils to write across an increasingly wide range of topics and genres. For example, pupils showed the inspector how they had created detailed information posters for younger pupils about the life-cycle of a chicken. This was based on their prior learning in science where they had hatched eggs in an incubator in the classroom.
- Teachers develop pupils' mathematical skills well. Pupils are able to use and apply their mathematical skills to solve problems and are encouraged to explain their understanding and improve their work. The inspector observed pupils in key stage 2 using their calculation skills, and knowledge of tessellation and properties of shapes well, to find an appropriate method to create a design for a garden patio.
- Pupils receive good-quality phonics teaching. This provides them with a secure base on which to build their wider reading skills. Teachers encourage an enthusiasm for reading. They work in partnership with parents to ensure that pupils read regularly to improve their skills.
- Teachers do not consistently reinforce high expectations for the presentation of pupils' work. Scrutiny of pupils' books shows that the presentation of their work varies across different subjects.
- Teachers do not ensure that misconceptions in pupils' spelling are promptly addressed. Pupils often repeat the same mistakes in their work.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school has a warm and nurturing atmosphere where pupils enjoy learning.
- Relationships between staff and pupils are positive and caring. Pupils feel safe in school and say that adults help them with any worries or problems they may have.
- Pupils are taught how to keep safe in different situations, such as how to stay safe in the water and when crossing the road. They can explain the steps taken to look after them in school, including how to keep safe when using the internet.
- School leaders have a good understanding of the local community and are aspirational

for all pupils. The school motto, 'The way starts here', reflects not only its location at the foot of the Pennines, but also its Christian ethos, and determination for the school to provide pupils with a good start to their education.

- Pupils have a good understanding of how to stay healthy by eating well and exercising regularly. Good mental health is promoted well through weekly mindfulness lessons. Pupils benefit from regularly visiting 'Edale Island', where they have opportunities to work collaboratively to solve problems and experience nature.
- Improvements to the wider curriculum and effective links with schools from localities very different to Edale are increasing pupils' understanding of different faiths, cultures and communities. Pupils were able to explain to the inspector that they understand that there are lifestyles different to their own. Leaders have ensured that pupils have increased opportunities for visitors to come to talk to them in school and for pupils to visit places that help them to understand more about the diversity of Britain. For example, pupils recently visited China Town in Manchester to learn about Chinese culture. However, leaders recognise that improvements in this area of the curriculum are at an early stage of development.

## Behaviour

- The behaviour of pupils is good. They behave well in lessons and around the school. The school is a calm and happy place to learn. Pupils are confident, polite and enthusiastic learners.
- Pupils are clear about the expectations for behaviour, which are consistently and positively promoted by staff. Pupils are respectful, and well-established routines enable them to respond promptly to adults' instructions.
- Pupils and parents who spoke with the inspector say that incidents of poor behaviour are rare but, when they do occur, staff deal with them promptly and effectively.
- In lessons, pupils are encouraged to work together. They cooperate very well and show mutual respect for each other. Relationships are positive.
- Procedures for monitoring attendance are robust. Attendance is improving and is in line with national averages. Previously high levels of persistent absence have reduced and are no longer an issue.

## Outcomes for pupils

**Good**

- Very small and varied numbers of pupils in different year groups make year-on-year comparisons of pupils' attainment difficult. The school's information about pupils' current progress in English and mathematics, and work in pupils' books, show that the vast majority of pupils are making good progress.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check fluctuates due to the small number of pupils. Current school information indicates that pupils are making good progress and are on track to attain the expected standard at the end of Year 1.
- From their starting points that are typical of those expected for their age, children in

Reception Year make good progress and achieve well in different areas of the curriculum. All children reach a good level of development, which is above the national average. This good progress is maintained in key stage 1.

- Pupils across the school make good progress in mathematics. In recent years, the most able pupils were not consistently stretched to do their best. Improvements to teaching have ensured that the most able pupils are now better challenged to work at a greater depth of understanding and are making good progress towards reaching the higher standards.
- Pupils make good progress in reading. New resources and improved teaching strategies have helped to foster an effective reading culture across the school.
- The number of disadvantaged pupils is too small to report on their progress without the risk of identifying them.
- Pupils' knowledge and skills in subjects other than English and mathematics are improving as a result of leaders' review of the curriculum. Progress in these areas is weaker because improvements are relatively recent.
- The quality of pupils' writing has improved and current pupils are making good progress. Pupils get regular opportunities to write for different purposes and audiences. The most able pupils make good progress because teachers ensure that pupils regularly discuss their choice of vocabulary. Pupils are encouraged to carefully consider the impact of effective grammar and punctuation in their writing. Nevertheless, inaccuracies in pupils' spelling prevent them from making better progress.

### Early years provision

**Good**

- Leadership of early years is good. The leader for early years is experienced and knowledgeable. She has high expectations for children's learning. Provision for children in Reception Year is well planned to ensure a range of motivating activities that stimulate children's interests in different areas of learning.
- Children start Reception Year with skills that are broadly typical for their age. Good teaching and nurturing relationships enable children to make good progress. At the end of Reception Year, children consistently achieve a good level of development and are often above national expectations in most areas of learning.
- The Reception class is an inspiring and safe place for children to learn. Activities indoors and outside provide children with opportunities to develop their knowledge and understanding in different areas of the curriculum. Children are encouraged to investigate and solve problems for themselves. Children are frequently absorbed in their learning. For example, children independently built a bird hide to observe birds flying over the school. The adult used skilful questioning to enable children to consider the appropriate types of materials to use so that the birds would not be disturbed.
- Assessment of children's progress is thorough and continuous. The leader for early years collects a range of evidence to show that children are making good progress across the early years curriculum. She frequently checks the accuracy of the assessments with colleagues working in other schools.
- Children's reading, writing and mathematics skills are developed well. They frequently

collaborate with their classmates in Year 1 and Year 2 to solve mathematical problems and develop ideas for writing. Specifically focused work, in small groups with the teacher and teaching assistant, enables children to make good progress with their phonics and early reading skills.

- Children's achievements are regularly shared with parents. 'Wow moments' are sent home to celebrate children's steps in learning. In turn, parents are encouraged to reciprocate and send information about their child's significant achievements at home, to be shared in school. The information is used effectively by the early years leader to build a clear picture of children's knowledge and skills in all areas of learning.
- Relationships between adults and children are positive. Well-structured routines and procedures mean that children move happily between their class and the outdoor provision. They cooperate with each other and behave well.



## School details

Unique reference number	112813
Local authority	Derbyshire
Inspection number	10040212

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	8
Appropriate authority	The governing body
Chair	Kay Argyle and John Payne
Headteacher	Nancy Lees (interim executive headteacher)
Telephone number	01433 670280
Website	<a href="http://www.edale.derbyshire.sch.uk">www.edale.derbyshire.sch.uk</a>
Email address	<a href="mailto:headteacher@edale.derbyshire.sch.uk">headteacher@edale.derbyshire.sch.uk</a>
Date of previous inspection	7–8 February 2017

## Information about this school

- The school is much smaller than the average-sized primary school.
- The executive headteacher is also the headteacher of a neighbouring primary school.
- All pupils are from White British backgrounds.
- The proportion of pupils eligible for the pupil premium is much lower than the national average. There are no pupils who have special educational needs and/or disabilities.
- Key stage 2 pupils attend some lessons at a neighbouring school.
- The school has a forest school provision.
- The school accesses support for school improvement from the local authority.
- The school is entering into a formal collaboration with Hope Primary School.
- The school is affiliated with the Diocese of Derby.

## Information about this inspection

- The inspector observed teaching in all year groups. She listened to pupils reading, talked to pupils about their school and looked at examples of pupils' work.
- The inspector held meetings with the executive headteacher, the leader of early years and a key stage 2 teacher. The inspector met with representatives of the governing body and a representative from the Diocese of Derby. She also met with two representatives from the local authority.
- The inspector spoke with parents informally at the start of the school day. She also considered the parent and pupil questionnaires recently completed by the governing body.
- The inspector looked at a range of documents, including: the school's self-evaluation of current performance and plans for improvement; reports on the evaluations of the school by the local authority; the school's most recent information on the achievement and progress of pupils; information relating to the safeguarding of pupils; information about the behaviour management of pupils; information relating to the school's use of the pupil premium funding; the school's most recent information relating to the attendance of pupils; and minutes from a number of governing body meetings.

## Inspection team

Stephanie Innes-Taylor, lead inspector

Her Majesty's Inspector

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